



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 10081151
SAU: Augusta Public Schools
School: Farrington School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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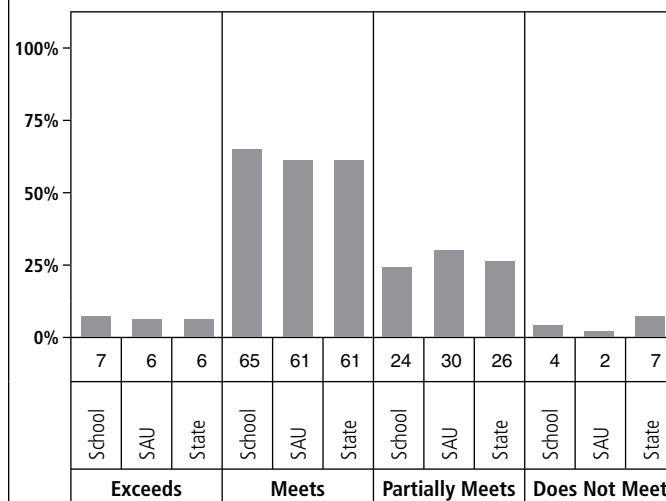
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: Augusta Public Schools
School: Farrington School

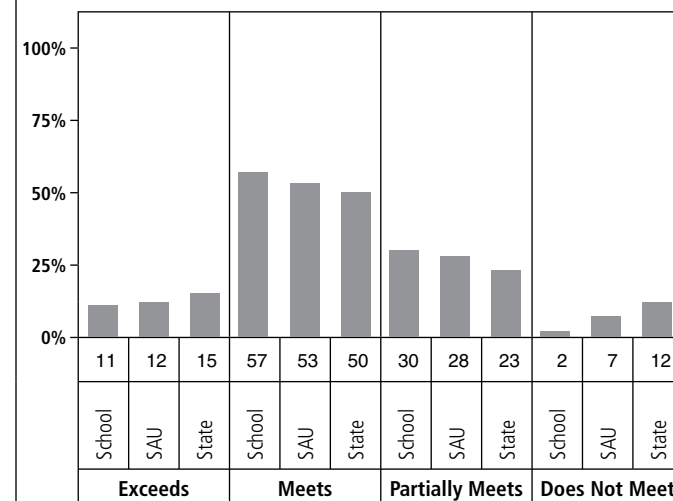
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	543	546	544
2007–2008	541	543	545
2008–2009	547	547	546
Cum. Avg.*	544	545	545
Mathematics			
2006–2007	544	547	546
2007–2008	540	543	546
2008–2009	547	546	547
Cum. Avg.*	544	545	546
Science			
2008–2009 **	543	542	543

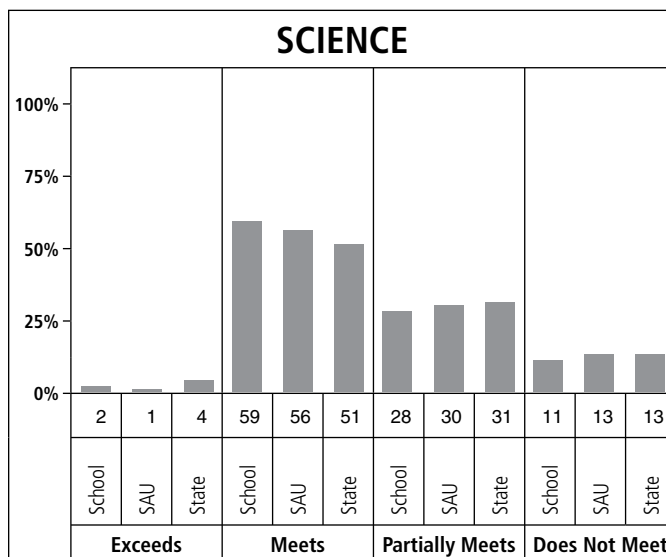
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: Augusta Public Schools
School: Farrington School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	48	100	137	100	14212	100	48	100	137	100	14135	100	48	100	137	100	14144	100	48	100	137	100	14137	100
Ethnicity African American/Black	0	0	5	4	397	3	0	0	5	100	388	98	0	0	5	100	393	99	0	0	5	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	5	10	7	5	259	2	5	100	7	100	253	98	5	100	7	100	258	100	5	100	7	100	257	99
Hispanic	1	2	1	1	175	1	1	100	1	100	172	99	1	100	1	100	172	99	1	100	1	100	173	99
Caucasian/White	42	88	124	91	13271	93	42	100	124	100	13212	100	42	100	124	100	13211	100	42	100	124	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	7	15	20	15	2479	17	7	100	20	100	2454	100	7	100	20	100	2455	100	7	100	20	100	2451	99
Current LEP	5	10	7	5	374	3	5	100	7	100	359	96	5	100	7	100	370	99	5	100	7	100	366	98
Economically disadvantaged	26	54	79	58	5848	41	26	100	79	100	5815	100	26	100	79	100	5819	100	26	100	79	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	34	71	100	73	10849	76	34	71	100	73	10872	76	34	71	100	73	10976	77
Identified disability (PET/IEP)	0	0	1	1	298	3	0	0	1	1	307	3	0	0	1	1	338	3
LEP	4	12	5	5	170	2	4	12	5	5	169	2	4	12	5	5	177	2
504 plan	0	0	1	1	123	1	0	0	1	1	121	1	0	0	1	1	126	1
Participation with accommodations	12	25	35	26	3122	22	12	25	35	26	3124	22	12	25	35	26	3019	21
Identified disability (PET/IEP)	5	42	17	49	1992	64	5	42	17	49	2000	64	5	42	17	49	1971	65
LEP	1	8	2	6	184	6	1	8	2	6	196	6	1	8	2	6	184	6
504 plan	0	0	1	3	84	3	0	0	1	3	86	3	0	0	1	3	81	3
Other	6	50	16	46	907	29	6	50	16	46	886	28	6	50	16	46	826	27
Participation through alternate assessment (PAAP)	2	4	2	1	164	1	2	4	2	1	148	1	2	4	2	1	142	1
Identified disability (PET/IEP)	2	100	2	100	164	100	2	100	2	100	148	100	2	100	2	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: Augusta Public Schools
School: Farrington School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	4	8	14	9	702	5
	2007-2008	1	2	4	3	659	5
	2008-2009	3	7	8	6	836	6
	Cum. Total*	8	5	26	6	2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	22	42	83	55	7730	55
	2007-2008	25	48	74	53	8195	58
	2008-2009	30	65	83	61	8495	61
	Cum. Total*	77	51	240	56	24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	20	38	47	31	4182	30
	2007-2008	18	35	41	29	3800	27
	2008-2009	11	24	41	30	3667	26
	Cum. Total*	49	32	129	30	11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	7	13	8	5	1419	10
	2007-2008	8	15	20	14	1362	10
	2008-2009	2	4	3	2	973	7
	Cum. Total*	17	11	31	7	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	31.9	66.5	31.5	65.6	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	15.6	65.0	15.7	65.4	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	16.3	67.9	15.8	65.8	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Augusta Public Schools
 School: Farrington School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	46	3	7	30	65	11	24	2	4	547	135	6	61	30	2	547	13971	6	61	26	7	546
Ethnicity																						
African American/Black	0										5	0	40	60	0	542	381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	5	1	20	4	80	0	0	0	0	552	7	14	71	14	0	549	252	11	58	21	11	547
Hispanic	1										1						166	4	54	32	10	543
Caucasian/White	40	2	5	26	65	10	25	2	5	547	122	6	62	30	2	547	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	4	80	1	20	0	0	544	18	0	56	44	0	544	2290	0	29	47	23	537
No	41	3	7	26	63	10	24	2	5	547	117	7	62	28	3	547	11681	7	67	22	4	548
Current LEP																						
Yes	5	0	0	4	80	1	20	0	0	548	7	0	57	43	0	544	354	1	35	34	30	538
No	41	3	7	26	63	10	24	2	5	547	128	6	62	30	2	547	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	24	0	0	19	79	4	17	1	4	547	77	3	62	34	1	545	5716	2	51	35	12	542
No	22	3	14	11	50	7	32	1	5	548	58	10	60	26	3	548	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	46	3	7	30	65	11	24	2	4	547	135	6	61	30	2	547	13963	6	61	26	7	546
Gender																						
Female	27	3	11	19	70	4	15	1	4	549	68	10	63	25	1	548	6882	8	62	24	6	547
Male	19	0	0	11	58	7	37	1	5	544	67	1	60	36	3	545	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	0	0	3	60	2	40	534	31	0	48	45	6	544	1914	1	41	44	14	540
No	41	3	7	30	73	8	20	0	0	549	104	8	65	26	1	548	12057	7	64	23	6	547
Gifted/talented program																						
Yes	0										0						450	26	72	2	0	557
No	46	3	7	30	65	11	24	2	4	547	135	6	61	30	2	547	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: Augusta Public Schools
School: Farrington School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										5	0	57	43	0	545	4	2	40	34	24	540
B. less than one hour	72	2	6	23	70	7	21	1	3	548	64	7	62	29	2	547	70	6	63	26	6	546
C. one to two hours	26	1	8	7	58	4	33	0	0	547	29	3	64	33	0	545	24	7	61	26	6	546
D. more than two hours	2	0	0	0	0	0	0	1	100	528	1	50	0	0	50	549	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	26	2	17	8	67	1	8	1	8	551	31	12	64	21	2	550	36	10	67	18	5	549
B. good	48	1	5	16	73	5	23	0	0	548	50	4	63	31	1	546	47	5	62	27	6	546
C. fair	24	0	0	5	45	5	45	1	9	542	17	0	57	39	4	543	15	2	47	40	12	541
D. poor	2	0	0	1	100	0	0	0	0	542	2	0	33	67	0	538	2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	28	2	15	9	69	2	15	0	0	550	39	13	63	23	0	549	31	9	65	20	5	548
B. They match some of what I have learned.	57	1	4	18	69	6	23	1	4	547	50	1	66	30	3	546	55	5	63	27	5	546
C. They match just a little of what I have learned.	15	0	0	3	43	3	43	1	14	541	10	0	29	64	7	541	10	3	45	38	14	542
D. There is no match.	0										1	0	100	0	0	551	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	11	0	0	4	80	1	20	0	0	549	14	0	58	37	5	544	16	3	49	32	15	542
B. about the same as my regular schoolwork	62	2	7	18	64	7	25	1	4	547	63	7	62	29	1	547	64	7	63	25	5	547
C. easier than my regular schoolwork	27	0	0	8	67	3	25	1	8	546	22	3	63	30	3	547	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	9	0	0	3	75	1	25	0	0	544	8	0	60	30	10	543	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	59	1	4	15	58	9	35	1	4	545	62	5	59	35	1	545	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	32	1	7	12	86	0	0	1	7	552	30	8	70	20	3	550	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	11	1	20	2	40	2	40	0	0	549	17	9	74	17	0	550	20	10	64	21	5	548
B. 20 minutes to an hour	48	1	5	18	82	3	14	0	0	550	57	5	65	30	0	547	56	7	65	24	5	547
C. less than 20 minutes	15	1	14	5	71	1	14	0	0	550	9	8	67	25	0	547	10	3	52	33	12	543
D. I rarely read at home.	26	0	0	5	42	5	42	2	17	540	17	4	35	48	13	541	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	43	2	10	11	55	5	25	2	10	545	33	7	45	43	5	544	25	3	53	33	11	543
B. six to ten pages	24	0	0	7	64	4	36	0	0	546	26	3	56	38	3	545	26	6	61	26	7	546
C. eleven or more pages	33	1	7	12	80	2	13	0	0	550	41	7	76	17	0	550	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										100	0	100	0	0	548						
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: Augusta Public Schools
School: Farrington School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	2	4	18	12	1711	12
	2007-2008	3	6	13	9	1617	12
	2008-2009	5	11	16	12	2119	15
	Cum. Total*	10	7	47	11	5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	23	43	77	50	6778	48
	2007-2008	23	44	61	44	7284	52
	2008-2009	26	57	71	53	7046	50
	Cum. Total*	72	48	209	49	21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	23	43	42	27	3884	28
	2007-2008	14	27	42	30	3341	24
	2008-2009	14	30	38	28	3193	23
	Cum. Total*	51	34	122	29	10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	5	9	16	10	1683	12
	2007-2008	12	23	23	17	1778	13
	2008-2009	1	2	10	7	1638	12
	Cum. Total*	18	12	49	11	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	25.7	53.5	24.8	51.7	25.5	53.1
A. Number	18	38	9.2	51.1	8.9	49.4	9.8	54.4
B. Data	10	21	5.4	54.0	5.4	54.0	5.2	52.0
C. Geometry	10	21	4.8	48.0	4.8	48.0	4.7	47.0
D. Algebra	10	21	6.2	62.0	5.6	56.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Augusta Public Schools
 School: Farrington School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	46	5	11	26	57	14	30	1	2	547	135	12	53	28	7	546	13996	15	50	23	12	547
Ethnicity																						
African American/Black	0										5	0	40	40	20	530	385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	5	1	20	4	80	0	0	0	0	557	7	14	71	14	0	553	257	19	50	20	12	548
Hispanic	1										1						166	9	43	31	17	543
Caucasian/White	40	4	10	22	55	13	33	1	3	546	122	12	52	28	7	546	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	5	100	0	0	0	0	552	18	0	61	28	11	543	2307	3	32	32	33	536
No	41	5	12	21	51	14	34	1	2	547	117	14	51	28	7	546	11689	17	54	21	8	549
Current LEP																						
Yes	5	0	0	4	80	1	20	0	0	550	7	0	57	14	29	539	365	5	33	30	32	536
No	41	5	12	22	54	13	32	1	2	547	128	13	52	29	6	546	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	24	2	8	14	58	7	29	1	4	545	77	8	58	26	8	544	5731	7	46	29	18	542
No	22	3	14	12	55	7	32	0	0	550	58	17	45	31	7	547	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	46	5	11	26	57	14	30	1	2	547	135	12	53	28	7	546	13988	15	50	23	12	547
Gender																						
Female	27	4	15	16	59	7	26	0	0	549	68	12	56	28	4	547	6889	14	51	23	12	546
Male	19	1	5	10	53	7	37	1	5	545	67	12	49	28	10	545	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	0	0	4	80	1	20	530	31	16	29	48	6	543	1918	3	39	36	22	539
No	41	5	12	26	63	10	24	0	0	549	104	11	60	22	8	547	12078	17	52	21	10	548
Gifted/talented program																						
Yes	0										0						450	64	34	2	0	564
No	46	5	11	26	57	14	30	1	2	547	135	12	53	28	7	546	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: Augusta Public Schools
School: Farrington School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										5	14	57	14	14	543	4	8	38	26	28	539
B. less than one hour	72	3	9	19	58	11	33	0	0	547	64	11	55	28	6	547	70	15	52	23	10	547
C. one to two hours	26	2	17	7	58	3	25	0	0	551	29	13	49	31	8	545	24	15	51	23	11	547
D. more than two hours	2	0	0	0	0	0	0	1	100	508	1	0	0	50	50	524	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	33	3	20	10	67	2	13	0	0	552	31	21	62	14	2	551	34	28	50	14	8	552
B. good	41	2	11	10	53	7	37	0	0	549	40	11	50	31	7	546	45	11	54	24	10	546
C. fair	22	0	0	6	60	4	40	0	0	543	25	3	50	35	12	541	18	3	45	33	19	540
D. poor	4	0	0	0	0	1	50	1	50	520	3	0	0	75	25	528	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	28	0	0	7	54	6	46	0	0	543	36	14	53	27	6	547	38	22	52	19	7	550
B. They match some of what I have learned.	52	4	17	15	63	5	21	0	0	550	51	12	54	28	7	546	48	12	53	24	11	546
C. They match just a little of what I have learned.	17	1	13	4	50	3	38	0	0	549	12	6	50	38	6	544	11	6	40	30	24	540
D. There is no match.	2	0	0	0	0	0	0	1	100	508	1	0	0	0	100	508	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	13	0	0	4	67	2	33	0	0	548	15	0	50	35	15	541	17	7	42	30	21	540
B. about the same as my regular schoolwork	74	4	12	20	59	10	29	0	0	548	73	12	55	29	4	547	64	15	53	23	10	547
C. easier than my regular schoolwork	13	1	17	2	33	2	33	1	17	540	13	24	41	18	18	545	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	2	0	0	0	0	1	100	0	0	538	4	0	33	33	33	535	7	6	39	27	27	539
B. 30–45 minutes	35	2	13	8	50	5	31	1	6	544	32	5	51	30	14	541	28	9	49	28	15	544
C. 45–60 minutes	35	2	13	12	75	2	13	0	0	551	47	21	54	22	3	550	41	17	53	21	9	548
D. more than 60 minutes	28	1	8	6	46	6	46	0	0	547	17	4	57	39	0	547	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	4	0	0	2	100	0	0	0	0	551	4	20	80	0	0	552	6	14	43	24	20	543
B. two or three days a week	24	0	0	8	73	3	27	0	0	546	21	18	57	21	4	549	24	17	52	21	10	548
C. two or three times each month	37	2	12	8	47	7	41	0	0	548	37	12	52	36	0	548	33	17	52	21	9	548
D. never or almost never	35	3	19	8	50	4	25	1	6	546	39	8	48	27	17	542	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	15	1	14	1	14	4	57	1	14	538	16	18	36	41	5	544	23	13	47	26	15	545
B. two or three days a week	41	2	11	13	68	4	21	0	0	551	34	15	50	28	7	547	31	17	52	21	10	548
C. two or three times each month	35	1	6	9	56	6	38	0	0	545	33	7	64	25	5	546	27	17	52	21	10	548
D. never or almost never	9	1	25	3	75	0	0	0	0	557	17	9	52	22	17	543	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										100	0	0	100	0	534						
B.	0										0											
C.	0										0											
D.	0										0											

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: Augusta Public Schools
School: Farrington School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	1	2	1	1	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	27	59	76	56	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	13	28	40	30	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	5	11	18	13	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	29.0	60.4	28.4	59.2	29.2	60.8
D. The Physical Setting	24	50	12.5	52.1	12.1	50.4	12.9	53.8
E. The Living Environment	24	50	16.5	68.8	16.3	67.9	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Augusta Public Schools
 School: Farrington School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	46	1	2	27	59	13	28	5	11	543	135	1	56	30	13	542	13995	4	51	31	13	543
Ethnicity																						
African American/Black	0										5	0	60	0	40	538	382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	5	0	0	2	40	3	60	0	0	542	7	0	43	43	14	541	256	5	51	27	17	542
Hispanic	1										1						167	1	40	37	22	539
Caucasian/White	40	1	3	25	63	9	23	5	13	543	122	1	57	30	12	542	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	5	100	0	0	0	0	548	18	0	56	17	28	540	2309	2	29	39	29	536
No	41	1	2	22	54	13	32	5	12	542	117	1	56	32	11	542	11686	5	56	30	10	545
Current LEP																						
Yes	5	0	0	2	40	3	60	0	0	541	7	0	29	43	29	535	361	1	23	32	44	533
No	41	1	2	25	61	10	24	5	12	543	128	1	58	29	13	542	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	24	1	4	15	63	7	29	1	4	543	77	1	56	31	12	541	5729	2	42	37	20	539
No	22	0	0	12	55	6	27	4	18	542	58	0	57	28	16	542	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	46	1	2	27	59	13	28	5	11	543	135	1	56	30	13	542	13987	4	51	31	13	543
Gender																						
Female	27	1	4	16	59	9	33	1	4	544	68	1	56	32	10	542	6886	4	49	33	14	542
Male	19	0	0	11	58	4	21	4	21	541	67	0	57	27	16	542	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	0	0	1	20	4	80	521	31	0	48	23	29	537	1917	1	31	41	28	536
No	41	1	2	27	66	12	29	1	2	545	104	1	59	32	9	543	12078	5	55	30	11	544
Gifted/talented program																						
Yes	0										0						450	25	72	2	1	557
No	46	1	2	27	59	13	28	5	11	543	135	1	56	30	13	542	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: Augusta Public Schools
School: Farrington School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										5	0	43	29	29	537	4	2	37	35	25	538
B. less than one hour	72	1	3	20	61	8	24	4	12	543	64	1	61	28	10	543	70	4	53	31	12	544
C. one to two hours	26	0	0	7	58	5	42	0	0	544	29	0	51	33	15	540	24	5	51	31	12	544
D. more than two hours	2	0	0	0	0	0	0	1	100	500	1	0	0	50	50	520	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	20	0	0	5	56	3	33	1	11	542	24	0	56	28	16	541	26	7	56	26	11	545
B. good	61	1	4	16	57	8	29	3	11	544	53	1	58	31	10	543	53	4	53	31	11	544
C. fair	17	0	0	6	75	2	25	0	0	542	22	0	57	30	13	540	18	2	41	39	17	540
D. poor	2	0	0	0	0	0	0	1	100	528	1	0	0	0	100	527	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	13	0	0	3	50	3	50	0	0	542	17	0	57	26	17	542	23	5	56	28	11	544
B. They match some of what I have learned.	43	0	0	11	55	7	35	2	10	543	41	0	61	27	13	542	48	5	52	31	12	544
C. They match just a little of what I have learned.	41	1	5	13	68	3	16	2	11	544	39	2	54	37	8	542	23	4	49	33	14	543
D. There is no match.	2	0	0	0	0	0	0	1	100	528	3	0	25	0	75	527	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	22	0	0	7	70	2	20	1	10	545	24	0	50	34	16	541	23	5	48	31	16	543
B. about the same as my regular schoolwork	61	1	4	14	50	9	32	4	14	541	60	1	54	29	16	540	58	4	52	32	12	543
C. easier than my regular schoolwork	17	0	0	6	75	2	25	0	0	546	16	0	77	23	0	547	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	7	0	0	2	67	0	0	1	33	534	24	0	44	31	25	538	33	5	51	31	14	543
B. a few times a week	78	1	3	22	61	10	28	3	8	544	59	1	58	33	9	543	45	4	52	32	11	544
C. once a week	13	0	0	2	33	3	50	1	17	541	8	0	55	27	18	541	8	4	50	30	16	542
D. a few times a month	2	0	0	1	100	0	0	0	0	544	9	0	83	8	8	544	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	48	1	5	12	55	7	32	2	9	543	44	2	53	32	14	541	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	7	0	0	2	67	1	33	0	0	543	19	0	48	32	20	539	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	30	0	0	10	71	3	21	1	7	547	25	0	70	21	9	546	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	15	0	0	3	43	2	29	2	29	534	13	0	59	29	12	541	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	35	1	6	10	63	4	25	1	6	545	42	2	61	25	12	544	47	4	51	32	12	543
B. a few times a month	28	0	0	6	46	4	31	3	23	538	30	0	50	35	15	540	27	5	54	30	11	544
C. once a month	9	0	0	2	50	1	25	1	25	539	5	0	57	14	29	537	10	5	49	30	15	543
D. never or almost never	28	0	0	9	69	4	31	0	0	546	23	0	55	35	10	542	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	37	0	0	11	65	5	29	1	6	544	48	0	55	33	13	542	46	4	52	32	12	543
B. a few times a month	30	1	7	7	50	4	29	2	14	543	28	3	54	27	16	541	28	5	53	30	12	544
C. once a month	13	0	0	4	67	1	17	1	17	539	13	0	53	29	18	539	11	4	47	34	15	542
D. never or almost never	20	0	0	5	56	3	33	1	11	543	12	0	69	25	6	544	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										100	0	100	0	0	546						
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number